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ABSTRACT

The teaching of writing as a process can be accomplished through an eight-step "prewriting process" approach. The eight steps include planning, organizing, establishing assumptions and premises, obtaining data, evaluating data, electing a course of action, control, and implementation. In the planning stage, students are asked to complete an experience portfolio survey. This sets the tone of the class and also begins to move the class away from the unknown to the known and to encourage them to believe that they have something to say. In the next step, organizing, students are asked to narrow their topics to three possible areas. After this has been completed, students must make a decision and write questions related to their selected topic. The third state, establishing assumptions, asks students to write at least two or three statements about one of their questions. Students are to assume that an answer or answers to their questions can be attained. During the fourth stage, obtaining data, students are ready to obtain a bibliographic listing of magazine and newspaper articles and other reference resources that may help them to answer their questions. A decision as to what information may be used to answer their questions is made in the fifth step, evaluating data. Once the students have the materials read and selected, they are ready to answer their questions--electing a course of action or the sixth stage. In the seventh stage, control, teachers instruct students on the method of approach by discussing such words as fact-gathering, opinions, quotes, statistics, examples, and the like. In the final or eighth phase, students formulate their first copy--implementation. (HOD)

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THE TEACHING OF WRITING AS A PROCESS

Phillip Wasylean

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CS207256

"The Writing Process"

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*This presentation parallels the enclosed booklet "The Writing Process".

In order to understand writing as a process we must look at the word "process". A process can be defined as a series of actions or operations conducing to an end or a continuous operation. In the writing process we must guide, direct and lead our students into what will become the end product-the finished or edited copy. Researcher Arthur Applebee of Stanford University in his research study "Writing in the Secondary School: English and the Content Areas" found through his many visitations to high school classrooms and polling a national sample of teachers about their aims and practices in writing that most high school teachers urgently need instruction in writing as a process. This was further supported by Joyce Carroll in her article "Talking Through the Writing Process" (EJ, Nov. 81). She stated that the writing process should include alchemistic, analytic and evaluative talks-all important talks-to writing as a process. In addition, another article "Learning to Write in the Secondary School: How and Where" (EJ, S 81) Applebee and his team called for more situations in which writing would serve as a tool for learning rather than as a means to display acquired knowledge. Furthermore, the research team concluded that we need to bring the composing process to the attention of many teachers and to provide them with a framework for analyzing in the context within which they ask students to write. As we can see, a need to demonstrate the process in writing is important. We must presume that writing can be taught and since writing is a complex task, we must develop a process for this complexity. In my presentation I would like to share my experiences

and results with you, and by doing so, I would hope to impart a few new approaches and ideas in the teaching of writing as a process. I truly believe that this process can be adapted for all levels and abilities at the Junior-Senior High School levels.

In order to begin this process, we must examine what I have outlined to be the Eight(8) step "Prewriting Process". The eight steps are:

(1) Preplanning
(2) Organizing
(3) Establishing assumptions and premises
(4) Obtaining data
(5) Evaluating data
(6) Electing a course of action
(7) Control
(8) Implementation

Step 1-Preplanning

This is an important step in setting and organizing the work that will come later in the process. Students cannot be passive in the preplanning stage. It forces them to examine themselves and to become part of that process on the very first set of instructions. You may also want to group students or have them work individually. The preplanning stage, therefore, is flexible. It also gives the students a sense of accomplishment on the very first day you begin the process. Teachers, it should be noted, cannot rush the process in order to get immediate results. You must, at times, painfully go along with the students. Many times as teachers we assign essays and compositions. We never really stop to think of the agony of receiving such an assignment. The whole idea of preplanning is to reverse what we have been doing and by doing so we can help students before the final writing/editing is submitted for an analy-

sis or evaluation. It saves us many hours of frustration and corrections by making constructive, evaluative comments as we continue the process. I would ask you at this time to refer to the "Writing Process" booklet. Possibly a review of Don Murray's ideas on the "Assumptions for the Writing Teacher" would be beneficial at this time. In other words, teachers are encouraging students to write and to talk about their writing with the class. Now let's look more closely at the preplanning stage.

In this first step students are asked to complete an "Experience Portfolio" Survey. (See "Writing Process" booklet #51) Also, another resource that could be used in this preplanning stage is: Illinois English Bulletin "A Thousand Topics for Composition: Revised", January, 1971. What you are asking from each individual in the class is to have students inventory interests and hobbies. After this is completed, you may also want them to share their interests in a broader scope. You may ask them what particular issues in society concern them most. For example, ecology, environmental problems, nuclear proliferation, inflation, the consumer and a host of other topics. After this has been completed you will want to have students read 1 or 2 topics from their list. Possibly you could write some of these topics on the blackboard and this would act as an inventory of topics and possibly a springboard to help other students decide. Richard Levovitz's article "Talking About Writing"(NEATE's Leaflet, Winter '82) stressed the importance of an environment condusive to writing. There must be an atmosphere of sharing. The preplanning stage sets the tone of the class and also it begins to move the class away from the unknown to the known and to encourage them to believe that they have something to say. This can be validated by comments made in such articles as "Bringing Theory into the Classroom-

Keys to Successful Learning" by Marciene S. Mattleman and the recently developed Tandem Series where Richard E. DuFour and Jack Strauss, co-authors of Tandem were interviewed at the NCTE annual meeting in Boston, Ma on November 26, 1981. The former article said that "Research shows that group writing, in which an entire class participates with a stimulus by the teacher; daily individual writing in a journal or personal folder, and unified criteria for grading in all classrooms within a school can help students to write more clearly and correctly. Writing more often helps writing get better." In the latter article, various comments were made by DuFour and Strauss. DuFour said "Writing is a process that grows out of thinking and speaking. Before a student can be assigned a piece of writing, he or she had to have internalized an experience, has to utilize that experience by developing a language base through speaking, through discussion and through reflection." He also stated that more attention should be given to the process of writing with an emphasis on a structured program. Strauss commented that "Reading and writing and thinking are all part of the same process." Thus, in Step 1 you have created an environment for writing and the students are now ready for Step 2-Organizing.

Step 2-Organizing

In this next step, students are asked to narrow their topics to three possible areas. (See "Writing Process" booklet-Order of Preference Sheet). After this has been completed, students must make a decision. After this task, you use the worksheet as a guide in helping students in the process. For a more advance group, you may want to use sheet entitled Phase II-IR/Essay/RR. (See "Writing Process" booklet).

IR=Investigative Report
RR=Research Report

You have students write questions relating to their selected topic. You will also want them to share these with the class. In this way, their questioning techniques may be improved. This is an important step in the process because it is the first time that students will see their decision-making process taking shape. As I have said previously, this reinforces the student to take an active part in the writing process.

Step 3-Establishing Assumptions

After Step 2 has been completed, the students will be asked to write at least 2-3 statements about one of their questions. Students are to assume that an answer or answers to their questions can be attained. Of course, teachers will expect to hear something like "I don't know enough about that particular topic to write something important about it." Well, this brings us to our next step which is most important because it will be the ongoing research that will help the students continue the process of writing. It is a well-known fact that most non-fiction writers spend more time researching than writing. Therefore, obtaining data takes a natural place in the prewriting process. (*You may want to zerox a list of topics that each student/group is doing. In this way, each student will have a copy of the topics and if a student comes across a particular article concerning one of the topics on the list, he/she may want to inform the person doing the topic. This adds a more humantistic approach to education. Each student is helping each other. This may also apply to the teacher. I will frequently zerox materials that I find in local newspaper and the like. This approach shows the students that you really care about their writing.)

Step 4-Obtaining Data

This is probably one of the most important parts of the eight step process. Students are now ready to obtain a bibliographic listing of magazine and newspaper articles and other reference resources that may help them to answer their question(s). In the process, students are given instruction in the use of the RGPL(Reader's Guide to Periodical Literature) . You should seek out the school librarian to help you in the instruction. Many good filmstrips are available on library usage. The RGPL becomes an important "tool" bcause it will become the basic reference for future writing assignments. Having had training in

Library Science, I know how valuable it is to know how to locate information. I firmly believe that every English teacher must involve himself or herself in the research and compiling of sources with the student. A concrete working knowledge of library usage is necessary in the process of writing and it is only through visitations to the library and guiding the students in compiling a short bibliography can they achieve a sense of seeing and feeling the process of writing in action. In other words, one must be knowledgeable in order to create. Many times we as teachers take it for granted that students are able to do research on their own but I have found just the opposite. Henceforth, we must spend time in obtaining data and helping the students discover for themselves the value of learning and knowledge.

Another thing to do is to have students read the local newspaper each day and encourage them to cut out articles pertinent to their area of study. I would suggest that each student have a folder of materials for their writing. Again, you are stressing organization and process. You may also want to develop a vertical file for classroom use. Each year I ask students for their materials in a folder. They are given credit by placing a gummed label on the front cover with their name and year of graduation. To date, I have four file cabinets. In this way, many good materials collected in the process do not become discarded in a circular file. I also request any type of magazine of importance to be given to the classroom collection. As of now, I have 8 boxes of assorted magazine titles ranging from Time to Reader's Digest.

Step 5-Evaluating Data

Once the students have obtained 3-5 articles about their topic they are now ready to read each article and to make a decision as to what information may be used to answer their question(s). It is obvious that time should be made for the completion of each step. What is most important is that students are seeing the process of writing as it is now beginning to take shape. In any case, you want them to begin writing sentences. Later on these ideas can be regrouped into a particular structure. In evaluating data, students should be required to take notes and to document their sources of information. (See "Writing Process" booklet-sample bibliography cards). In the evaluative process, students are centering on one area of their topic and in this case, they are reading in order to find information on that one particular question.

*At this particular point in the writing process the teacher should encourage students to have a "Writing Folder" for materials collected during the process of locating and evaluating information.

Step 6-Electing a Course of Action

Once students have the materials read and selected, they are now ready to answer their question(s). At this point the teacher is now ready to talk about paragraph development and structure and form that the paragraph will take. In this step, the class now refers to the English Grammar Text used in class. The teacher may develop his/her own approach to the writing of the paragraph by beginning with a discussion of the topic sentence.

Step 7-Control

In this next to the last step, I will refer to a sheet entitled Phase III(back side) in the "Writing Process Booklet".

Students should have written at least 3 questions about their topic selection. Below each question are two titles: Method of Approach and Sources. Teachers are to instruct students on the method of approach by discussing such words as fact-gathering, opinions, quotes, statistics, examples and thelike. In your instruction in paragraph development you may have stressed various approachs to the paragraph. In this way, you are trying to help students get their ideas on paper. In Sources, you will want to instruct students about keeping a record of sources used in their collection of data. In this way, a teacher has at his/her fingertips the questions, methods and sources that the student will use. Teachers are advised at this step to conduct small interviews with students about approaches and sources used. It is also a good time to review their rough draft with them in class. As you may see in this process, a more humanistic approach to writing is achieved.

Step 8-Implementation

In the final phase of the prewriting process the students are now formulating their first copy. You may want to refer to the "Writing Process Booklet", Figure 1-The Staged Workshop Structure. (NEATE, Leaflet, Spring, '81). This section of the process booklet describes Workshop Grading Standards-Table 4 and Evaluation questions for you to use. We must strive in this final step to reinforce the absolute need for a first copy. Thus, it is wise to have the students read what they have written to the class and then ask the class for suggestions to make it better if it is needed. In other words, involve the whole class in the evaluation process and in this way each student reinforces the other. Too many times students are just asked to write and never really have a chance to share the process of writing or their ideas with others. This again lends itself to the more humanistic approach to writing and also prevents the first copy from becoming the final copy.

By going through these seemingly easy steps we have placed students in a frame of mind for future writing assignments. We have measured the various skills involved in the process. On the other hand, many skills that were developed may not be immediately measured. (i.e. trust in one's judgment; working together in class; seeing teacher as a participant in the process; outside reading in order to keep abreast of topic and many more). *See"Reading Skills and Purposes" in Writing Process Booklet.

In conclusion, I do hope that I have made you more aware and enlightened in the various areas and avenues which may help you to guide your students in a process that I believe will benefit them in their future careers as well as in their own problem-solving. Again, this is only one approach and it is for the creative teacher to find newer ways to explore our English language and to excite students to want to write. This one avenue that I have used and followed has definitely made a difference. My students want to write more now and most of all they want to share their findings and ideas with others.

Addendum

Reference: Writing Process Booklet

Re: Evaluation Form for Oral Presentations

One of the most effective ways to have students share their research and findings is through an oral presentation. I have included in this packet of materials the form that I use for my oral presentations. The form can be adopted to fit your particular needs. The form is also self-explanatory.

Reference: Ibid.

Re: Researching and Gathering of Materials Form

I use this form when I have students who are about to begin a research paper. What it does is to have the students do a preliminary research check on the potential of their selected topic. Again, the form is self-explanatory.

Reference: Ibid.

Re: Investigative Reports-Type of Approach D1 D2(Dates for submission.)

In slower groups it is possibly more productive to have students do their research in phases. In this way, students are collecting materials based upon a certain segment of that topic. For example, you may want the students to find ten facts about their parituclar topic; you may also want them to find examples of one two or three particular facts. You may also want them to list 25 words and definitions common to their area of research. In other words, you have them proceed in an orderly manner without giving them a major research project. In this way, they will feel a sense of accomplishment when completing each segmented part of an investigation.

Re: "Guidelines for the Process of Writing" Chart

This valuable chart can be yours by writing to:
McDougal,Littell & Co., PO Box 1667, Evanston, Il 60204

Re: Further Information concerning "The Writing Process" may be obtained by writing to: Phillip M Wasylean
Dept of English
LaSalle Academy
Academy Avenue
Providence, RI 02908

The Writing Process

Presented by

Phillip Wasylean
LaSalle Academy

"Writing is a process of discovery" (Don Murray, UNH).

-The Teaching of Writing as a Process-

Presentor; Phillip Wasylean, LaSalle Academy, Providence, RI 02908

Time: 1 hr.15 min.

A. Distribution of Materials Packet

B. General Introduction to the Teaching of Writing as a Process-5

C. The Eight(8) Step Prewriting Process and Examination of Materials-35

1. Preplanning
2. Organizing
3. Establishing Assumptions
4. Obtaining Data
5. Evaluating Data
6. Electing a Course of Action
7. Control
8. Implementation

D. The Use of the Resource Center(library; classroom resources et.al.)-10

E. Investigative/Informational Reporting(IR) and the Research Paper-6

F. Question and Answer Period-8

G. Sharing other methods of the teaching of writing as a process

What methods do I use that have proven to be effective? -10

H. Conclusion-1

Experience Portfolio

Read over the following activities/subjects/experiences and respond to each by writing in the appropriate letter(s):

- [A] Haven't the faintest idea about this one
- [B] Yeah, I could fill you in a little
- [C] You're getting warm—I know quite a bit
- [D] This is really down my alley
- [E] I'd like to know more about this area

- ☐ 1. dirt-biking
- ☐ 2. cameras & photography
- ☐ 3. scuba diving
- ☐ 4. Kung Fu
- ☐ 5. needlepoint
- ☐ 6. Transcendental Meditation
- ☐ 7. rock hounding
- ☐ 8. sewing
- ☐ 9. horses
- ☐ 10. boating
- ☐ 11. candle-making
- ☐ 12. gymnastics
- ☐ 13. writing
- ☐ 14. macramé
- ☐ 15. sky-gliding
- ☐ 16. ceramics
- ☐ 17. car engines
- ☐ 18. chemistry
- ☐ 19. singing
- ☐ 20. playing a musical instrument (type: _____)
- ☐ 21. rocketry
- ☐ 22. homemade ice cream
- ☐ 23. cooking
- ☐ 24. flying
- ☐ 25. traveling
- ☐ 26. backpacking
- ☐ 27. life saving
- ☐ 28. fly-tying
- ☐ 29. clamming
- ☐ 30. canoeing
- ☐ 31. rock climbing
- ☐ 32. embroidery or crewel
- ☐ 33. wood carving
- ☐ 34. carpentry
- ☐ 35. electronics
- ☐ 36. deep sea fishing
- ☐ 37. poetry
- ☐ 38. pop music
- ☐ 39. deep sea diving
- ☐ 40. hunting
- ☐ 41. leatherwork
- ☐ 42. camping
- ☐ 43. pen & ink drawing
- ☐ 44. horse racing
- ☐ 45. sign language
- ☐ 46. rodeos
- ☐ 47. lobstering
- ☐ 48. pinball machines
- ☐ 49. gumball machines
- ☐ 50. ice fishing
- ☐ 51. stamps
- ☐ 52. skating
- ☐ 53. coins
- ☐ 54. antiques
- ☐ 55. pastels
- ☐ 56. haircutting
- ☐ 57. foraging
- ☐ 58. bowling
- ☐ 59. ski-mobiling
- ☐ 60. sailing
- ☐ 61. track & field
- ☐ 62. swimming
- ☐ 63. skateboards
- ☐ 64. astronomy
- ☐ 65. astrology
- ☐ 66. models-constructing
- ☐ 67. modelling (clothes)
- ☐ 68. collecting mushrooms
- ☐ 69. paper plane construction
- ☐ 70. judo
- ☐ 71. wild flowers
- ☐ 72. acting
- ☐ 73. acupuncture
- ☐ 74. softball
- ☐ 75. water colors
- ☐ 76. chess
- ☐ 77. taffy pulls
- ☐ 78. maple syruping
- ☐ 79. diving
- ☐ 80. railroads
- ☐ 81. trapping
- ☐ 82. Disney World
- ☐ 83. national parks
- ☐ 84. origami
- ☐ 85. weaving
- ☐ 86. oil painting
- ☐ 87. Parcheesi
- ☐ 88. Majong
- ☐ 89. movie-making
- ☐ 90. impersonations
- ☐ 91. batiking
- ☐ 92. caterpillars & insects
- ☐ 93. kite flying
- ☐ 94. frisbee throwing
- ☐ 95. indoor plants
- ☐ 96. kite construction
- ☐ 97. silversmithing
- ☐ 98. script writing
- ☐ 99. karate
- ☐ 100. falconry
- ☐ 101. gerbils
- ☐ 102. kazoos
- ☐ 103. bobsledding
- ☐ 104. soccer
- ☐ 105. lacrosse
- ☐ 106. surfing
- ☐ 107. backgammon
- ☐ 108. squash (game)
- ☐ 109. tropical fish
- ☐ 110. trivia
- ☐ 111. jug & bottle bands
- ☐ 112. ballet
- ☐ 113. puppetry
- ☐ 114. knitting or crocheting
- ☐ 115. Monopoly
- ☐ 116. football
- ☐ 117. baseball
- ☐ 118. skiing
- ☐ 119. ski-jumping
- ☐ 120. animal training

☐ 121. Areas or subjects in which I excel that have been left off the list: _____

_____

_____

☐ 122. Something I've done that no one in the class has ever done: _____

_____

_____

Name:_____HR:____ English _____Period____Rm_____

I List in order of preference at least 3 areas of exploration for _____.

A.

B.

C.

Other Possibilities

D.

E.

Decision:_____

II After you have made your decision, list at least three questions about your topic/area preference.

A.

B.

C.

IIII After you have completed II, write an abstract of about 50 words about what your report would try to do. In other words, what are your goals an d objectives?

Goal(s):

Objectives:

IV Additional Information

Teacher Use Only

Topic: _____

Possible Title: (Rewritten)

Interview: Notes.

Name:_____HR:___ English _____ Period___Rm_____

Phase II-IR/Essay/RR

Official Title of Project:

_____

_____

Zero Draft Stage-Ref: Table I-Staged Time Structure

Think Before YOU WRITE.

Five Step Process:(adapted from The Lively Art of Writing-Payne.
(1) Take Inventory.
(2) Ask Questions. Base it upon inventory.
(3) Look for relationships.
(4) Ask the yes-or-no question.
(5) Qualify.

Five Step Process: Zero Draft Stage #1.

(1) Take Inventory. Write down at least 10 possible ideas about title.

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

(2) Ask Questions. Look over your inventory and write at least five thought provoking questions concerning your area of exploration.

1.

2.

3.

4.

5.

(3) Look for Relationships. Try to locate at least two/three ideas which may be grouped together for possible exploration.

1.

2.

3.

(4) Ask the yes-or-no question. Form questions that can determine your position in this report.

1.

2.

3.

4.

5.

(5) Qualify. Qualification is simply the process of limiting your thesis to exactly the area you choose to defend/support/gather materials, thus making your point of view precise and reasonable. In other words, write at least a three to five sentence summary of what you wish to accomplish. What is your main goal? What are your objectives in trying to reach this main goal?

A. Main Goa l:

B. Objectives:

to

to

to

to

to

Additional Information:

Interview: Student/Student

Student/Teacher

Name:_____HR:___English___Period___Rm_____

Phase III-_____

Official Title of Project:

_____

_____

First Draft Stage-Ref: Table I-Staged Time Structure

Thesis Statement:

Main Goal:

Objectives(3):

to

to

to

Bibliography:

Main Sources:

Questions

1.

Method of Approach:

Sources:

2.

Method of Approach:

Sources:

3.

Method of Approach:

Sources:

Interview:

(1)

(2)

(3)

Name:_____HR:___ English ____ Period____Rm____

Re: Researching and Gathering of Materials

Subject: _____

1. Prepare a brief statement of what you wish to accomplish in your essay/IR/research paper.

2. What will be the title of your _____?

3. What is your Thesis Statement?

4. List 4 or 5 key terms in your field of study.

5. List three outstanding persons in your field of study.

6. Give a brief outline of present-day problems, interests and trends in your specific area of study.

7. List at least one society or association or government agency that bears some relationship to your field of study.

8. List two book titles which give a good treatment of your subject.

9. List an outstanding reference in this area of study.

10. On 7-10 3 x 5 cards, list with complete information, magazine articles pertinent to your area of study. RGPL.

11. Prepare a WB(Working Bibliography); SB(Selected Bibliography); B(Bibliography) in your area of concentration.

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Name:_____ HR:____ English ____Period ___Rm____

Re: Investigative Reports

Type of Approach	D1	D2	Special Notes	Grade Received
1. Factual Information				
2. Interviews				
3. Surveys/Stats				
4. Opinions				
5. Examples				
6. Vocabulary				
7. Bibliography (suggested/actual)				
8. Future Outlook				
9. Outstanding People				
10. Organizations				
11. Media Materials Packet				
12. Other				

FIGURE 1

THE STAGED WORKSHOP STRUCTURE

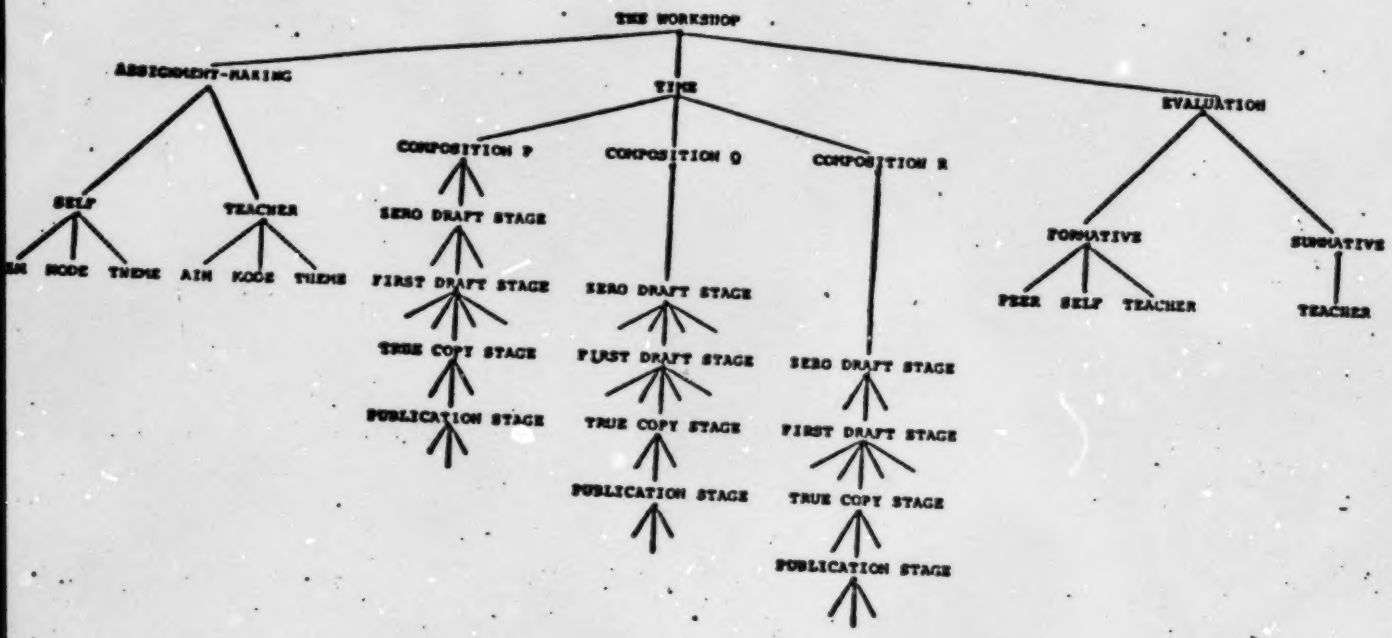

TABLE 4
WORKSHOP GRADING STANDARDS

A Unambiguous evidence of continuous production*
All due dates met
Superior writings
Consistently positive workshop behavior

B Unambiguous evidence of continuous production*
All due dates met
Good writings
Good workshop behavior

F Too little work done: irregular production
One (or more) due dates not met
Unsatisfactory workshop behavior: a student who is disruptive or breaks the workshop atmosphere will receive an F *regardless* of the number of drafts written

TABLE 1

STAGED TIME STRUCTURE

DRAFT STAGE	DEFINING CHARACTERISTICS	EVALUATION QUESTIONS
1. The Zero Draft Stage	Copiousness (containing approximately three times as many words as the projected true copy)	1. Is the draft of sufficient copiousness? Is there enough material--ideas, facts, problems--to suggest the substance for an entire paper? Or, is further zero drafting necessary? (John Herum and D.W. Cummings recommend that a zero draft should be about three times as long as one's true copy. [Writing: Plans, Drafts, and Revisions (New York: Random House, 1971), p. 3.] I have found their three-to-one rule to be helpful to students.) 2. Do you think you're onto something important or interesting? 3. "Where is [the draft] taking you?" (Donald M. Murray, "The Listening Eye: Reflections on the Writing Conference," College English, 41 (September 1979), 15.] 4. Does the draft contain at least one possible center around which a paper could be built? 5. "What do you intend to do in the next draft?" (Murray, "The Listening Eye," p. 15.)
2. The First Draft Stage (Includes the first draft and however many further drafts are needed--the second, the third, the fourth, the fifth, and so on.)	Appropriate arrangement Sufficient detail Cohesion	1. "What is working?" [Thomas Newkirk, "Read the Papers in Class," in How to Handle the Paper Load, ed. Gene Stanford (Urbana: National Council of Teachers of English, 1979), p. 38.] 2. Is your aim clear? Becoming clear? 3. Who is your audience? 4. Have you organized your material according to some appropriate logic? Does the arrangement itself help to persuade the reader to accept your thesis? 5. Does the draft need more detail? 6. "Is the paper sufficiently complex? Are important alternatives explored? Are important questions answered?" (Newkirk, "Read the Papers in Class," p. 38.) 7. Are the connections between the ideas in the draft securely made? Is the draft coherent? 8. "What did you learn from this [draft]?" (Murray, "The Listening Eye," p. 15.) 9. How many more "first" drafts do you think you will need to make before you will be satisfied with arrangement, detail, and cohesion?

TABLE 1 (continued)

DRAFT STAGE	DEFINING CHARACTERISTICS	EVALUATION QUESTIONS
3. The True Copy Stage	Edited Written English (No grammatical or usage errors; no punctuation or spelling errors; no errors in the conventions)	1. "Are the sentence boundaries correctly marked?" (Newkirk, "Read the Papers in Class," p. 40.) 2. Are there any grammatical errors? 3. Does usage conform to the standard of Edited Written English? 4. Are all punctuation marks handled with precision? 5. Are all words spelled correctly? 6. Have the conventions for capitals, italics, abbreviations, numbers and figures; for hyphenation; for foreign words and phrases; for dialogue, etc., been followed? 7. What words, phrases, or sentences do you like best?
4. The Publication Stage	Acceptability for the class library as a permanent part of its collection (e.g., in the form of a bound book)	1. What format do you intend to use: bulletin board, xerox, bound book, other? 2. Do you plan to accompany your publication with an oral reading to the class? 3. Is your publication handsome to look at and easy to read? 4. Does your publication fairly represent you at your best? 5. Have you provided the classroom library with a permanent signed and dated copy of your publication?

Evaluation Form for Oral Presentations Mr. Wasylean English I ____
English II ____
English III ____
English IV ____

Name: _____ Period: ___ HR: ___
Date of Presentation: _____
Specific Topic: _____

Objective(s): as applicable*

Evaluation: This evaluation form represents an over-all method of grading a presentation. Comments for specific characteristics will appear at the end of the form.

APPEARANCE(15) -I
a. general neatness: tie; shirt; pants; jacket; shoes; hair; posture.

AUDIENCE QUESTIONS(S) AND INTEREST (15)-II
a. audience shows keen alertness to speaker ____
b. questions are intelligently asked of speaker ____
c. audience satisfaction with speaker ____

CHARTS/MATERIALS/AV AIDS (15) -III
a. size, clarity, color ____
b. usability in presentation ____
c. effective use in presentation ____

GENERAL PRESENTATION (15)-IV
a. voice, diction, pronunciation ____
b. eye contact, gestures, movement ____
c. smooth flow of ideas ____

KNOWLEDGE (30)- V
a. speaker knows subject thoroughly ____
b. shows ample research and preparation ____
c. confidence when speaking ____
d. confidence in using materials during speech ____
e. expressed confidence in answering audiences' questions ____

GROUP FLOW (10) -VI
a. general appearance of group
b. general preparation of group
c. confidence of group
d. moderator's organization
e. dynamicism of group
f. explanation of materials
g. extra efforts by group in bringing "life" into subject area

FOR TEACHER USE ONLY:
Part I ____ Points out of 15.
Part II ____ Points out of 15.
Part III ____ Points out of 15.
Part IV ____ Points out of 15.
Part V ____ Points out of 30.
Part VI ____ Points out of 10.
Total: 100
____ Points

Exam grade out of 40: ____

COMMENTS OR FURTHER EXPLANATION OF THE ABOVE

Reading Skills and Purposes Prepared by Mr. Wasylean

Getting and evaluating ideas

1. Reading to gain a general impression
2. " to select the main idea
3. " for details
4. " to follow directions
5. " to outline and to follow organization
   a. taking notes
   b. following a sequence of ideas
6. " to visualize what is read
7. " to recognize mood
8. " to generalize
9. " to draw conclusions
10. " to find illustrations of some point or idea
11. " to find relevant information
12. " to predict outcomes
13. " to evaluate content in the light of a given purpose
14. " to determine suitability of material for a particular group/audience
15. " to distinguish between fact and opinion
16. " to detect bias
17. " to detect inconsistencies
18. " to judge the validity of information
19. " to verify conclusions
20. " to compare with one's own experience
21. " to determine the author's point of view
22. " to examine basic assumptions
23. " to judge the plausibility of a story

reading to find author's purpose
reading to find causes and effects
reading to draw conclusions
reading to find word meanings from context

Skills specific to content areas

1. Interpreting pictures
2. Reading maps
3. Using an atlas
4. Reading tables, graphs, keys, symbols
5. reading figurative language
6. reading to feel cadence
7. reading a time table
8. reading the telephone directory
9. interpreting punctuation signals
10. establishing relationships between elements in a problem
11. recognizing relationships in words derived from a common root

Reasoning skills
- classifying
- moving from general to specifi
- sequence
- relating details
- analogies

General reference skills

1. Reading an index
2. Using the table of contents
3. Reading a title page
4. Using cross references
5. Using all parts of the dictionary
6. Using the encyclopedia
7. Using a library file
8. Using the Reader's Guide and other index forms
9. using publication data to establish reliability of a reading source.

Oral reading skills

1. Sharing information and enjoyment
2. Interpreting ideas to an audience
3. Proving a point at issue
4. Clarifying meaning
5. Interpreting the thought and mood of a selection

Skills incidental to effective reading

1. establishing rhythmic and rapid eye movements
2. adjusting rate and method of reading to difficulty of content and to reading purpose
3. Skimming
4. Summarizing ideas

ASSUMPTIONS FOR THE WRITING TEACHER Don Murray-UNH

1. Why should writing be taught?
   - .So students can use language to explore their world.
   - .So students can discover what they have to say.
   - .So students can communicate what they have said.

2. What do you teach to do that?
   - .You teach writing as a process of exploration, discovery and communication.

3. How?
   - .By designing writing units which allow time for students to experience the process of exploration, discovery and communication; to prewrite, write, rewrite and edit.

4. What are the responsibilities of the teacher in such a program?
   - .The teacher's first responsibility is to make the students responsible for their writing.

5. What do you mean? What are the students' responsibilities?
   - .To use language to explore their world.
   - .To discover their own subjects, their own meanings.
   - .To find their own voice, their own language.
   - .To reach their own audience.
   - .To try on those forms which will carry their meaning to their own audience.
   - .To diagnose their own problems and suggest their own solutions.

6. What does the teacher do? What are the teacher's responsibilities?
   - .To do as little as possible. To allow the student to learn to write by writing, to teach himself.
   - .To create an environment in which the student can fulfill his responsibilities..in his own individual way, at his own individual pace within thellimits of the unit.
   - .To be a good reader, to listen to what each individual student has to say.
   - .To draw out of the student his own diagnosis of his key writing problem and its possible treatment, then to confirm that diagnosis and treatment and, if necessary, suggest alternatives.
   - .To develop an inventory of materials which may help individual students solve their individual problems.
   - .To create a community in which students can share their writing in process with others.